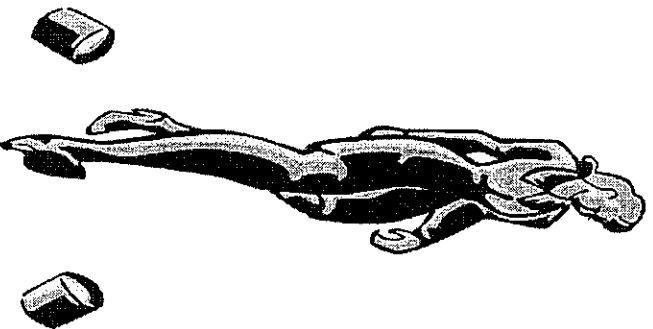


MODELING 101:

Revealing The Beauty of the ASCA National Model for Beginning Counselors



Presented By:
Bethany G. Coover, M.S.
Springfield, Pennsylvania

2005 PSCA 49th Annual Conference,
State College, Pennsylvania

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MODELING 101:

*Presenting The Beauty Of The
ASCA National Model For
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Please write on your card...

1. Your name:
2. Where you are in your career (student, new hire, finishing 1st/2nd/3rd year, etc.):
3. A question/concern you have about the ASCA National Model or why you are here:

Please write legibly. I will be reading your card out loud. Thank you very much!

ON THE RUNWAY TODAY ... A DIVERSE GROUP OF ADULTS

You may be a...

- graduate student or a recent graduate
- new hire at a school district with an existing counseling program
- new hire at a district that is seeking change in the counseling program
- beginning counselor, trying to analyze and possibly improve the existing program
- beginning counselor, seeking support and structure for your program
- person seeking clarification of the national model

What did your guidance counselor do?

In your small group, come up with a list of tasks that counselors performed when you were in school.

Remember: Do not answer with what you THOUGHT they SHOULD do, but what did you see them doing?

Now, in general, what *should* a counseling program be?

COMPREHENSIVE -

it should address what all students K-12 should

- know
 - understand
 - and
 - be able to do
- in the three major domains:
1. ACADEMIC
 2. CAREER
 3. PERSONAL/SOCIAL

Now, in general, what *should* a counseling program be?

PREVENTIVE -

it should teach specific skills and offer learning opportunities through

- Classroom guidance lessons
- Preventive education programs
- Direct counseling services

Examples: Second Step; Olweus Program; BABES

Now, in general, what should a counseling program be?

DEVELOPMENTAL -

IT SHOULD...

- address the needs of all students at various stages of growth and development
- Use standards to guide what students should
 - KNOW
 - BE ABLE TO DO
- as a result of being touched by the school counseling program

Now, in general, what should a counseling program be?

IT SHOULD BE AN

INTEGRAL

**PART OF THE WHOLE
EDUCATION OF A STUDENT**

WHY USE THE ASCA NATIONAL MODEL?

- It attempts to overhaul and update antiquated guidance departments into cutting edge school counseling centers.
 - (INCREASE EFFECTIVENESS)
- It works to change the haphazard and inconsistent delivery of counseling services to all consumers, especially students.
 - (INCREASE BENEFITS TO ALL)
- It streamlines, defines and advertises all of the hard work that goes into school counseling.
 - (INCREASE AWARENESS AND UNDERSTANDING)

WHY USE THE ASCA NATIONAL MODEL?

"The ASCA National Model represents what a school counseling program should contain and serves as an organizational tool to identify and prioritize the elements of a quality school counseling program."

(emphasis added)

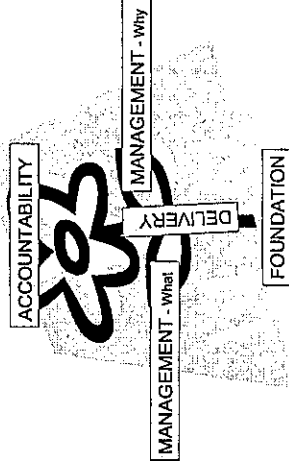
(American School Counselor Association, 2003, p. 15)

WHY USE THE ASCA NATIONAL MODEL?

The beauty of the National Model is in the eye of... all of the following:

■ Students	■ School boards
■ Parents/Guardians	■ Counselor educators
■ Teachers	■ Student services personnel
■ Administrators	■ Community
■ School counselors	

The "BEAUTIFUL" National Model



FOUNDATION

- Beliefs and philosophy ("P)
- Mission Statement
- Domains
- ASCA National Standards and Competencies ("P)

DELIVERY SYSTEM

- Guidance Curriculum
- Individual Student Planning ("P)
- Responsive Services
- Systems Support

All components illustrated on chart ("P)

Guidance Curriculum

- Classroom instruction
- Interdisciplinary curriculum
- Group activities
- Parent workshops and instruction

Individual Student Planning

- Individual or small-group appraisal
 - Analyzing interests, abilities, skills, achievement
- Individual or small-group advisement
 - Personal/social, educational, career; include parents, school

Responsive Services

- Consultation
- Individual and small-group counseling
- Crisis counseling/ response
- Referrals
- Peer facilitation

SAMPLE STUDENT REFERRAL - FOLLOW-UP FORM

Date Referral Received: _____ Today's Date: _____
 Student(s) Name(s): _____ Student(s) Level(s): _____

Dear _____
 Thank you for referring _____
 I have had the following contact on his/her/their behalf: _____

Individual meeting	Phone call/e-mail home to parent
Class Observation	Conference with school nurse
Small group meeting (peers)	Meeting with parent
Conference with teacher	OTHER: _____

The following will happen: _____

Thank you again for your referral. If you have any further questions or concerns, please don't hesitate to contact me.

Counselor Name: _____

System Support

- Professional Development
 - In-service training (www.pdfa.state.pa.us)
 - Professional association membership
 - Post-graduate education
- Consultation, Collaboration and teaming
 - Consultation with teachers, staff, parents/guardians
 - Partnering with parents, community, staff
 - Community outreach
 - Advisory councils
 - District committees
- Program management and operation
 - Management activities (budget, procedures, policies)
 - Data Analysis
 - Fair Share responsibilities (tasks that educators need to do)

MANAGEMENT

- Management agreements (*P)
- Advisory council
- Use of data (*P)
 - Student monitoring
 - Data over time
 - Data analysis
 - Data management
 - Student portfolios
- Closing the gap
- Action Plans
- Use of time (*P)
- Calendars

Are you using your time effectively?

EXERCISE:

From

"The 7 Habits of Highly Effective People"

By: Stephen R. Covey

Use the sheet in your packet to rate yourself 1-6 on the statements that are read.

NOTE: 1 = very poor; 6 = outstanding

SAMPLE NEEDS ASSESSMENT – TEACHERS

Please answer the following questions and return this form to me via email or by putting it in my mailbox. Thank you very much for your valuable input.

I feel my students would benefit from a lesson on:

- ☐ Transition from 6th to 7th grade (the technical and philosophical differences)
- ☐ Organization Skills (materials, time)
- ☐ Bridging the differences between male and female, what lets not, what to do?
- ☐ Healthy relationships (with same and opposite sex peers, family members, teachers)
- ☐ Alcohol, drug and cigarette use (patterns of behavior, peer pressure, healthy choices)
- ☐ Career exploration (interests, how they can relate to careers)

Please feel free to add suggestions below:

Please rank the above topics in order of need or importance for your students.

- 1.
- 2.
- 3.
- 4.
- 5.

Thank you ! ~ Bethany Coover, School Counselor

Use of Data

- Student monitoring
 - Student-achievement
 - Achievement related
 - Standards/competency related
 - Disaggregate Data
 - Program evaluation
 - Process data -- What did you do?
 - Perception data -- What happened?
 - Results data -- Why was it beneficial?

Use of Data

- Data over time
 - Immediate
 - measures the immediate impact of counselor activity on knowledge, attitude and skills (Ex. Pre-post test during a classroom lesson).
 - Intermediate
 - measures application of knowledge/skills/attitudes over a short period of time (Ex. Improved homework completion after study skills group).
 - Long range
 - measures data over time, across years (Ex. Student attendance or graduation rate).

ACCOUNTABILITY

■ Results reports

– Impact of program over time

■ School Counselor performance standards (P)

■ Program Audit

SAMPLE Guidance Activity Feedback

Student Name _____ Date _____

Counselor/Presenter _____ Subject _____

Please circle the number that most accurately reflects your rating of the guidance lesson.

1. The purpose of the lesson.
UNCLEAR 1 2 3 4 5 CLEAR

2. Why was this lesson meaningful or not meaningful?

3. How do you think you will use this information?

4. What other subjects would you like to see presented?

5. If you would like to meet with your counselor, please make an appointment in the counseling office.
(Counselor - keep in file)

A Sample Student Evaluation

MRS. COOVER'S MID-YEAR EVALUATION

Help! We are more than halfway through this year and I want to know how you think things have been going. Please answer the questions below honestly and candidly. Your opinion is important to me! THANK YOU! ~ Mrs. Coover

In general, I see Mrs. Coover around the building
OFTEN A LITTLE SOMETIMES A LITTLE NEVER

She shows interest in the lives of her students (academic, feelings, personal interests)

A LOT A LITTLE NOT AT ALL DON'T KNOW

I have spoken with Mrs. Coover so far this year. YES NOT YET

and it was about GRADES PERSONAL FRIENDS HOME TEACHERS OTHER

I am thankful that Mrs. Coover.....

I don't like it when she.....

I wish she would.....

I think a school counselor should.....

SAMPLE PARENT EVALUATION

COUNSELOR MID-YEAR EVALUATION

Hello parents and guardians! I am seeking your help in order to properly serve both you and your child. I am asking you to answer the questions below and promptly get this sheet back to me so I can review your responses. Thank you very much for your time! ~Mrs. Bethany Coover, School Counselor

MY OPINION: (please circle or fill in)

1. So far this year, Mrs. Coover has been helpful to my child:

Very / Somewhat / Not at all / Don't know
in which way(s): (personal, social, academic)

2. With me, Mrs. Coover has been respectful and efficient.

Very / Somewhat / Not at all / Not applicable

Comments:

3. What changes have you seen in guidance since Mrs. Coover has come on board?

4. What would you change?

THOUGHTS ON PROGRAMS:

What large or small group presentations/discussions do you think your child could benefit from?

(examples: communication, overscheduling, healthy relationships, drug/alcohol, study skills, respect, diversity, conflict resolution, career interests, changing families, male/female bullying)

Could your child benefit from one-or-one time with me? _____ If so, what issues might be helpful to discuss? _____

What other things are you hoping I can address? _____ If so, on what topic? Would you be interested in a parent workshop? _____

(examples: overscheduling, communicating in difficult situations, helping a child of transitioning families, grief/loss, female or male bullying, stress management)

What would you like me to address as your child prepares for 8th grade?

OPTIONAL SECTION: If you wish, you may complete this form anonymously or you may use the space below to give me additional useful information on your student.

Your Name: _____ Student Name: _____ Homeroom: _____

I would like you to know: _____

Please: _____

DON'T FORGET: Feel free to contact me at 610-938-6335 or

ccooverb@ssd.k12.pa.us

THEMES

Do the work of the model while working under these themes

- Leadership
- Advocacy
- Collaboration/Teaming
- Systemic Change

AUDIT and RAMP

- A Program Audit is performed when a school decides to implement the National Model. It assesses the school counseling program using the components of the model. They are also performed yearly to evaluate progress.
 - Used to update existing programs or to help design new programs.

AUDIT and RAMP

- RAMP – Recognized ASCA Model Program
- An application process that allows your school to:
- increase knowledge and skills
 - enhance efforts toward student success
 - evaluate the program and identify areas for improvement
 - gain recognition for aligning with the model
 - be honored as an exemplary educational environment.

Now that you have discovered the
BEAUTY
of the ASCA National Model,
PUT IT TO GOOD USE!

Essential Resources:
A Framework for School Counseling Programs
and
The Workbook: A companion for implementing a comprehensive school counseling program

REMEMBER:

YOU ARE A MODEL...

...COUNSELOR!

CONTACT INFORMATION:

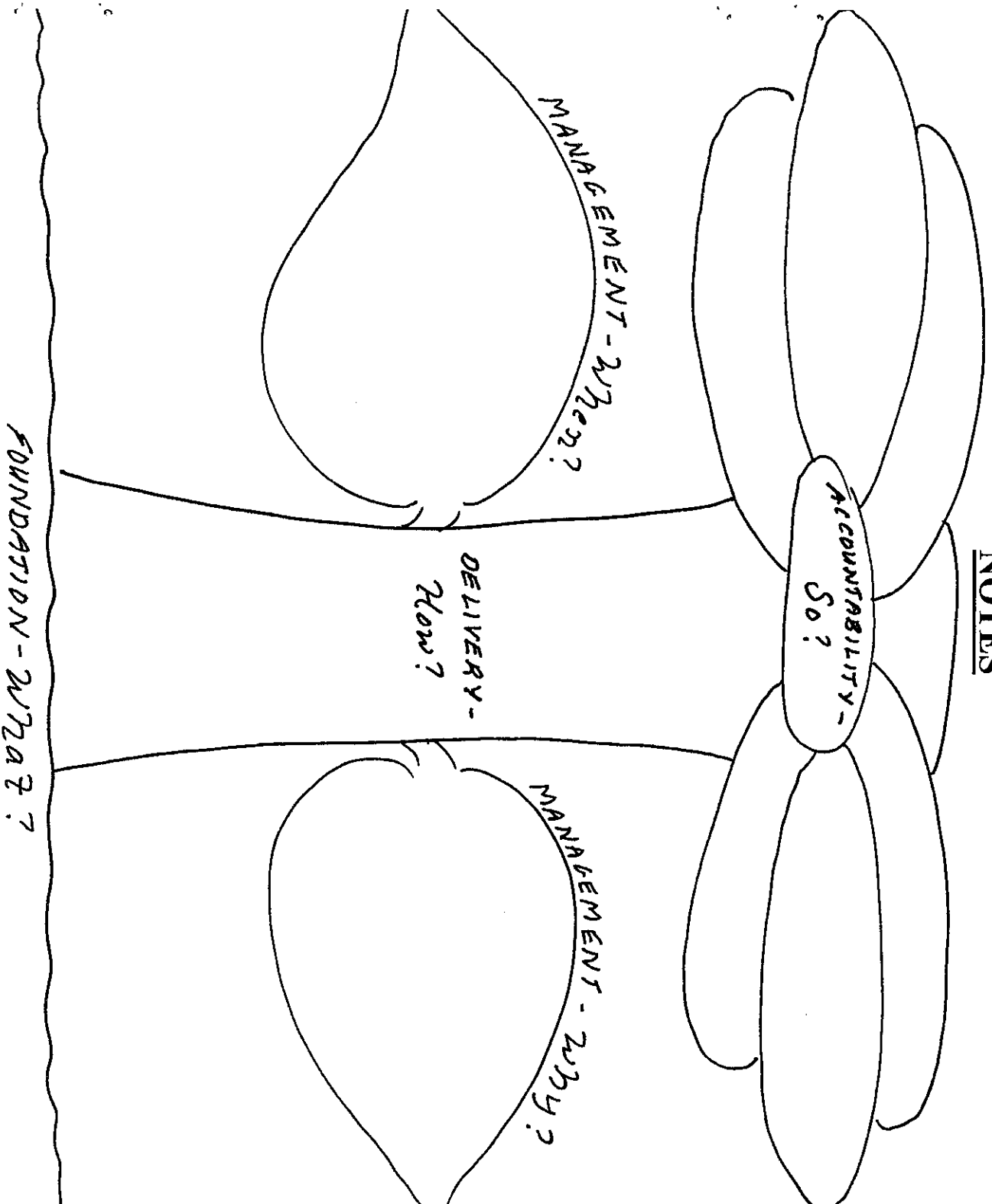
Mrs. Bethany G. Coover, M.S., NCC (Board Eligible)

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The “BEAUTIFUL” ASCA National Model

NOTES



Coover, B. (2005, April). *Modeling 101: Revealing the inner beauty of the ASCA National Model to beginning counselors*. Breakout session presented at PSCA 49th Annual Conference, State College, PA.

(Example)

The "BEAUTIFUL" ASCA National Model

NOTES

